

Academic Integrity Task Force

Charge from the Provost

- To determine whether there is an issue with academic misconduct at UF and to what extent
- To characterize the issues associated with academic integrity and misconduct
- To make recommendations for change

Primary Data Sources

- Faculty survey
- Student survey
- SERU
- Adjudication data
- Faculty focus groups

Participation

- 3,478 teaching faculty surveyed
- Faculty participation: 28%

- 47,969 students surveyed
- Student participation: 12.7%

Summary Points

Is There An Issue?

Understanding Integrity

- Student and Faculty Understanding
 - Majority of faculty and students believe they understand what academic integrity is
 - Student understanding varies by type of activity (i.e. homework, quiz, test)

Students' agreement that they understand specific types of academic misconduct

Behavior	Strongly Disagree or Disagree	Neutral	Strongly Agree or Agree
Preparing for/taking exams	6.5%	5.2%	88.0%
Papers and reports	10.2%	6.5%	83.4%
Homework	18.0%	15.2%	66.9%
Using Internet information	22.1%	17.0%	60.9%
Lab course work	13.3%	29.5%	57.2%
Clinical course work	9.2%	40.5%	50.3%

Perceived as Trivial Misconduct or Not Misconduct

- Getting unauthorized help from someone who previously completed class (60.5%)
- Working together when instructor asked for individual work (63.7%)
- Letting friends or relatives edit work (84.6%)

Moderate to Serious Misconduct

- Using a free paper from the Internet and submitting as one's own (98.5%)
- Being paid or paying someone else for an assignment/paper (93.2%/96.5%)
- Copying another's computer program (93.5%)
- Copying several sources to create a paragraph/paper (92.0%)
- Incorporating another's research data as one's own (90.9%)

Moderate to Serious Misconduct (continued)

- Incorporating another's lab data as one's own (86.6%)
- Quoting another without citation (83.8%)
- Copying a few sentences from the internet into paper without citation (82.6%)
- Exaggerating clinical data or reports (79%)

Mixed Response

- Adding/deleting/changing words in a quotation (8.3%, 29.8%, 38.4%, 23.5%)
- Using prohibited exams to prepare for an upcoming test (12.4%, 24.0%, 33.9%, 29.6%)
- Turning in the same paper for another class (25.1%, 23.6%, 30.1%, 21.2%)

Is There An Issue? (continued)

- Almost one-half of the faculty and one-fifth of the students believe academic dishonesty is a significant problem at UF
 - AITF Faculty Survey: 31.5% were neutral/21.9% disagreed or strongly disagreed
 - AITF Student Survey: 33% were neutral/46% disagreed

Is There An Issue? (continued)

- The majority of students have not witnessed or engaged in misconduct
 - Approximately one-third of students report direct evidence of others cheating or being approached to help others cheat or plagiarize
- Faculty have witnessed academic misconduct more often in undergraduate courses than in graduate or professional courses

Characterizing the Issues

- Faculty and students believe faculty have the skills to manage academic misconduct and do a good job deterring academic misconduct despite some perceived lack of support/resources
- A large minority of faculty are not reporting incidents of perceived misconduct
 - potential misperceptions regarding current processes

Factors believed to encourage academic integrity

Action	% students rating moderately or very helpful	% faculty rating moderately or very important
Using different exam forms or mixing exam questions	87.4%	82.1%
Having strict consequences for academic misconduct	86.4%	96.3%
Having proctored exams	84.0%	88.1%
Instructors clearly communicating their expectations regarding academic honesty/intolerance for dishonesty	83.8%	81.9%

Factors believed to encourage academic integrity

Action	% students rating moderately or very helpful	% faculty rating moderately or very important
Using technology for plagiarism detection	72.2%	71.0%
Statement of academic honesty on syllabus	40.3%	71.6%
Signing Honor Code Pledge	28.9%	54.5%

Faculty Behavioral Engagement

Action	Never or Seldom	Often or Always
Statement on syllabus	17.3%	82.7%
Discuss integrity with students	29.0%	71.0%
Have proctors at exams	25.1%	74.9%
Use Turnitin.com	73.9%	26.1%
Use other plagiarism detection service	95.1%	04.9%

Characterizing the Issues - Sanctions

- Faculty and students most strongly endorsed a grade penalty on an assignment as first violation sanction
- Faculty and students most strongly endorsed a failing grade in a course as second violation sanction

Select Short-term Recommendations

- Create a university-wide standing committee on integrity to oversee academic integrity initiatives.
- Designate a point person in each college to serve as the academic integrity resource.
- Provide students with clear expectations on the syllabus and in the classroom regarding integrity (i.e. articulating clear do's and don'ts).
- Develop informational guidelines/training for faculty regarding the Honor Code and the adjudication process.

Select Short-term Recommendations

(continued)

- Consider an annual requirement for all students to take an online academic integrity module/tutorial, tailored to their year in school.
- Prominently feature academic integrity throughout the UF website.
- Create an awards process for students, faculty, staff, and/or administrators for emulating being an ethical Gator.
- Create a frequently asked questions guide regarding cheating and plagiarism for students.

Select Short-term Recommendations

(continued)

- Implement plan to help students new to UF quickly understand the UF Honor Code and the culture of integrity at UF.
- Consider having 2-3 faculty per college per year serve on the UF Student Conduct Committee.

Select Long-term Recommendations

- Create a strong culture by doing the following
 - Embed the UF Honor Code in the campus community.
 - Develop a set of core values, including “integrity,” that are held at a premium by the University of Florida and are readily available and visible.
 - Create a statement of belief regarding academic integrity at UF, and develop University-level events surrounding this creed.

Select Long-term Recommendations (continued)

- Create a strong culture (continued):
 - Launch a highly visible campaign on UF, college and program web sites and promotional materials that identify being a Gator with being ethical – being part of the Gator Nation is having integrity.
 - Expand peer-to-peer student campaign on being an ethical Gator.

Select Long-term Recommendations

(continued)

- Create a four-year plan for undergraduates in order to infuse knowledge and enhance awareness of ethical conduct throughout the student's developmental process.
- Create a similar plan for graduate/professional students with population-specific educational programming.

Select Long-term Recommendations

(continued)

- Directly address student and faculty knowledge, expectations, and skills by doing the following:
 - Develop an on-line academic integrity module that all new students are required to complete.
 - Develop a faculty module targeted to those early in their UF career to provide information regarding setting the tone in one's own work and expectations of students.

Select Long-term Recommendations

(continued)

- Directly address student and faculty knowledge, expectations, and skills (continued):
 - Develop an informational module for those teaching via distance learning.
 - Train teaching assistants regarding academic integrity principles and UF procedures for managing misconduct.
 - Create adjunct faculty training (e.g. to include expectations, common student issues related to misconduct and how to manage).

Select Long-term Recommendations (continued)

- Create specific connections between academic integrity and the college/discipline.
- Use First Year Florida as a vehicle for infusing integrity. Create a First Year Florida chapter and instructor resources on ethical decision-making.

Select Long-term Recommendations

(continued)

- Reinforce initial college/programmatic material by doing the following:
 - Through each College, develop a multi-year academic integrity educational program for students (e.g. booster sessions).
 - Include student educational systems that reinforce college/classroom expectations in program.
 - Faculty mentors of junior faculty review guidelines etc. as a follow up to an on-line faculty module regarding academic integrity.

Special thanks...

Additional Critical Support			
Marie Zeglen	Assistant Provost and Director	Office of Institutional Planning and Research	Consultant - Survey Design and Resource Support
Noelle Mecoli	Senior Statistical Analyst	Office of Institutional Planning and Research	Consultant - Survey Design and Data Analysis Support
Kim Kitagawa Pace	Assistant Provost	Provost's Office	Web site management; posting minutes
Michelle Leonard and STEM research team	Library staff and others	Varies	Shared their survey and time with their expert consultant
Distance Learning coordinators	Variety of faculty working largely in the distance learning environment	Varies	Focus group regarding their methods for managing AI in an online environment

Thanks to Dr. Glover for supporting this process!
Thanks to All the Participating Faculty and Students!

Academic Integrity Task Force Membership

Final Task Force Membership*			
Task Force Representative	Title	Primary Affiliation	Role
Stephanie Hanson	Executive Associate Dean; Clinical Professor	Public Health and Health Professions	Chair
Jen Day Shaw	Associate VP of Student Affairs; Dean of Students	Dean of Students Office	Co-chair
Kenneth Gerhardt	Senior Associate Dean, Graduate School; Professor	Graduate School	Member
Angela Lindner	Associate Dean for Student Affairs; Associate Professor	Engineering	Member
Chris Loschiavo	Assistant Dean; Director Student Conduct and Conflict Resolution	Dean of Students Office	Member
Bernard Mair	Associate Provost for Undergraduate Affairs	Provost's Office	Member (Provost's Liaison)
Sara Mock	Assistant Director	Liberal Arts and Sciences Academic Advising	Member (representing professional advisors)
Paul Robinson	Graduate Student	Engineering	Member (representing students)
Heidi Radunovich	Assistant Professor	Agricultural and Life Sciences	Member
Paul Sindelar	Professor	Education	Member
Stephen Hagen	Professor	Liberal Arts and Sciences (Physics)	Member (served through Dec. 2010, on sabbatical Spring 2011, rejoined Fall 2012)
Other Participants			
Bibiana (Telka) Jackson	Professional Student	Dentistry	Served as member until Sept. 2010, resigned given scheduling conflicts
Teresa Kauf	Associate Professor	Pharmacy	Served as member initially but unable to attend meetings; provided background assistance in 2010
Paige Crandall	Interim Dean of Students	Dean of Students Office	Member until left UF in May 2010; replaced by Dr. Shaw